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ABSTRACT

This framework contains six instructional strands. Each strand has a content standard and cumulative student learning expectations for grades K-4, grades 5-8, and grades 9-12. The strands for students to understand are: (1) "Interdependence," how people, cultures, and systems are connected; (2) "Continuity and Change," how ideas, events, and conditions bring about change over time; (3) "Cultural Perspectives," the commonalities and diversities among individuals, groups, and institutions; (4) "Scarcity and Choices," how limited resources necessitate decision making; (5) "Cooperation and Conflict," how differing values and opposing goals can result in conflict, which requires tolerance and cooperation for resolution; and (6) "Citizenship," how students demonstrate an understanding of the ideals, rights, and responsibilities of participating in a democratic society. (BT)

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Arkansas Social Studies Curriculum Framework 1997

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J. Wright

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All "Student Learning Expectations" should be considered cumulative. That is, all "Student Learning Expectations" from preceding or earlier grade levels may be used at any time by curriculum planners creating curriculum at a specific grade level.

STRAND 1: Interdependence

CONTENT STANDARD

Students will demonstrate an understanding of how people, cultures and systems are connected.

STUDENT LEARNING EXPECTATIONS

Grades K-4

1.1.1. Illustrate ways members of a family, school or community depend on each other.

1.1.2. Illustrate ways states, nations or cultures of the world depend on each other.

1.1.3. Analyze mutual dependencies between living things and the natural environment.

1.1.4. Explore and communicate how interdependence is affected by changes in technology.

1.1.5. Analyze interdependencies in our world using a variety of resources, such as maps, globes, technology, field studies, simulations, literature, languages and the arts.

1.1.6. Use a variety of processes, such as thinking, writing and speaking, to analyze interdependencies.

1.1.7. Use the process of mental mapping to understand spatial relationships and to locate places on maps.

Grades 5-8

1.1.8. Analyze how decisions or events in one part of the world affect decisions and events in other parts of the world.

1.1.9. Know and analyze the interdependence of the present and the past of the state, nation and world.

1.1.10. Illustrate interactions between humans and their environment, and humans and technology, and their effects on the future through simulations or activities.

1.1.11. Recognize and develop a positive self concept and role as a participant in a larger community.

1.1.12. Explore and exchange ideas that will develop insights into the historical and cultural languages.

1.1.13. Use appropriate methods, research techniques and tools, such as field studies, simulations, interactive technologies, maps, globes and primary documents, to explore the interdependence of people, cultures and systems.

1.1.14. Use a variety of processes, such as thinking, writing and speaking, to analyze interdependencies.

1.1.15. Use the process of mental mapping to understand spatial relationships and to locate places on maps.

Grades 9-12

1.1.16. Analyze and illustrate connections and interactions of individuals, groups, institutions, states and nations.

1.1.17. Examine connections of individuals, groups and organizations to the physical environment.

1.1.18. Describe and analyze the effects of science and technology on individuals, groups and organizations.

1.1.19. Explain relationships and tensions between national sovereignties, global interests and universal human rights.

1.1.20. Show how cultural elements, such as language, the arts and belief systems, can both connect people and cause misunderstandings.

1.1.21. Illustrate how an individual state's actions connect to global systems.

1.1.22. Use the appropriate knowledge and process skills to analyze and evaluate the history, causes, consequences and possible solutions to persisting contemporary issues and emerging global issues, such as health, security, resource allocation, economic development and environmental quality.

1.1.23. Describe and evaluate the role of international and multinational organizations in the global arena. 1.1.24. Use appropriate tools, such as globes, maps, statistical data, primary historical sources, relevant media resources and interactive technologies, to explore and understand interdependence.

STRAND 2: Continuity and Change

CONTENT STANDARD

Students will demonstrate an understanding of how ideas, events, and conditions bring about change over time.

STUDENT LEARNING EXPECTATIONS

Grades K-4

2.1.1. Discuss and record changes in one's self.

2.1.2. Identify and record changes in the local community, state and environment using a variety of resources, such as family members, friends, letters, diaries, newspaper articles, pictures and other documents and artifacts.

2.1.3. Demonstrate an understanding of how people, places, events, tools, institutions, attitudes, values and ideas all change over time.

2.1.4. Illustrate how people, places, events, tools, institutions, attitudes, values and ideas are the result of what has gone before.

2.1.5. Examine causes and effects of the movement of people, goods, and information.

2.1.6. Use personal experiences, biographies, autobiographies or historical fiction to explain how any individual is affected by, can cope with, and can create change.

2.1.7. Interact with literature and the arts to show how traditions help people maintain continuity and ties with the past.

2.1.8. Illustrate that change is universal and inevitable and affects everyone.

2.1.9. Examine change and continuity in our world using a variety of resources, such as maps, globes, technology, field studies, simulations, literature, languages and the arts.

2.1.10. Use a variety of processes, such as thinking, writing and speaking, to analyze continuity and change.

Grades 5-8

2.1.11. Know and communicate an understanding of continuity and change in the state, nation and world.

2.1.12. Explore and develop concepts that show how science and technology force change.

2.1.13. Investigate the processes and evaluate the impact of change on places, regions, movement patterns and human-environment interactions over time.

2.1.14. Explore and explain the changes in areas such as technology, transportation and communication that affect economic activity.

2.1.15. Investigate how political events, technological changes and cultural diffusion have affected literature, languages and the arts over time.

2.1.16. Combine historical methodology and evaluation of evidence to understand the difference between fact and opinion.

2.1.17. Analyze continuity and change in concepts of individual rights and responsibilities over time.

2.1.18. Use appropriate methods and tools, such as field studies, interactive technologies, maps, globes, statistics and primary sources, to explore and understand continuity and change over time.

2.1.19. Use a variety of processes, such as thinking, writing, and speaking, to demonstrate continuity and change across time and into the future.

Grades 9-12

2.1.20. Analyze the role of the individual in accepting and dealing with the concepts of continuity and change.

2.1.21. Explore, interpret, analyze and evaluate multiple historical, geographical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas and persistent issues.

2.1.22. Apply key concepts, such as time, chronology, causality, change, conflict, complexity and movement, to explain, analyze, and show connections among patterns of historical change and continuity.

2.1.23. Explain how events in all cultures are influenced by physical and human geographic factors.

2.1.24. Employ processes of historical inquiry, such as using a variety of sources and checking the credibility of those sources, validating and weighing evidence, and searching for causality.

2.1.25. Identify and describe both current and historical examples of the interrelationships of science, technology and society.

2.1.26. Evaluate the role of ideals, traditions, processes, institutions, literature, languages and the arts in furthering continuity and change.

2.1.27. Apply brainstorming techniques, data analysis, simulations and scenario writing to address issues of continuity and change as they may relate to the future.

STRAND 3: Cultural Perspectives

CONTENT STANDARD

Students will demonstrate an understanding of the commonalties and diversities among individuals, groups and institutions.

STUDENT LEARNING EXPECTATIONS

Grades K-4

3.1.1. Explore cultures through a variety of experiences, such as reading, writing, drawing, role-playing, dance, music and simulation.

3.1.2. Recognize and value similarities and differences in cultures.

3.1.3. Analyze artifacts, literature and the arts to understand a culture.

3.1.4. Explain that environment affects the way people live.

3.1.5. Explain and illustrate that where people live and how they meet their basic needs affects their culture.

3.1.6. Know and show evidence that all people have the same basic human needs.

3.1.7. Analyze the contributions of various groups to our community, state and nation.

3.1.8. Use the resources from students, families, and communities to recognize, understand and appreciate the ethnic, racial and religious pluralism of the United States.

3.1.9. Create a product to demonstrate an understanding of cultures.

3.1.10. Examine cultural perspectives in our world using a variety of resources, such as maps, globes, technology, field studies, literature, languages and the arts.

3.1.11. Use a variety of processes, such as thinking, writing and speaking, to analyze cultural perspectives.

Grades 5-8

3.1.12. Compare commonalties and differences in the ways groups, societies and cultures meet human needs and concerns.

3.1.13. Examine information and experiences and understand how they may be viewed differently by people from diverse cultural perspectives.

3.1.14. Explore how language, literature, the arts, architecture, traditions, history, beliefs, values and behavior contribute to the development and transmission of cultures.

3.1.15. Compare and contrast various cultures with respect to location, place, region and human-environment interaction.

3.1.16. Exhibit a respect for cultural perspectives of our state, nation and world when interacting with other people and groups.

3.1.17. Use appropriate methods and tools, such as field studies, simulations, interactive technologies, maps, globes, literature and primary sources, to compare cultural perspectives.

3.1.18. Use a variety of processes, such as thinking, writing and speaking, to develop and demonstrate broader cultural perspectives.

Grades 9-12

3.1.19. Describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status and other group characteristics contribute to the development of a sense of self.

3.1.20. Identify commonalties and differences among cultures as they relate to location, place, region and human-environment interaction.

3.1.21. Explain how and why individuals and groups respond to change in particular ways on the basis of their assumptions, values and beliefs.

3.1.22. Predict how people(s) having different frames of scientific and technological reference might respond in various situations.

3.1.23. Identify and describe movements or periods of significant historical change within and across cultures.

3.1.24. Infer ways that the natural and built environments interact with culture using a variety of experiences, such as field study and interactive technologies, and a variety of sources, such as works of literature and the arts.

3.1.25. Analyze and demonstrate the value of both cultural diversity and cohesion within and across groups.

3.1.26. Predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.

3.1.27. Examine and explain belief systems underlying specific traditions and laws.

3.1.28. Apply brainstorming techniques, data analysis, simulations and scenario writing to explore cultural perspectives.

STRAND 4: Scarcity and Choice

CONTENT STANDARD

Students will demonstrate an understanding of how limited resources necessitate decision making.

STUDENT LEARNING EXPECTATIONS

Grades K-4

4.1.1. Categorize and prioritize wants and needs.

4.1.2. Participate in situations that illustrate the concepts of production, distribution and consumption. 4.1.3. Demonstrate that choices made to fulfill wants result in opportunity costs or trade-offs.

4.1.4. Evaluate an economic decision using a personal or a given economic problem.

4.1.5. Apply the concept that goods and services are limited by available resources, forcing individuals and societies to make choices.

4.1.6. Assess whether or not all people have the same needs and the same opportunities to meet those needs and communicate findings.

4.1.7. Examine scarcity and choice in our world using a variety of resources, such as maps, globes, technology, field studies, simulations, literature, languages and the arts.

4.1.8. Use a variety of processes, such as thinking, writing, speaking, graphing, charting, estimating, predicting and mental math, to analyze and apply concepts of scarcity and choice.

Grades 5-8

4.1.9. Describe the various institutions at local, state and national levels that constitute economic systems, such as households, business firms, banks, government agencies, labor unions and corporations.

4.1.10. Gather data and research from various viewpoints showing how technology, population growth, resource use and environmental quality are related

to economic development.

4.1.11. Analyze how individuals, governments and societies deal with scarcity.

4.1.12. Recognize choice and opportunity costs as facts of life and develop strategies for making wise decisions.

4.1.13. Create a plan to produce and distribute a product or service.

4.1.14. Develop and apply the skills necessary to manage personal time, resources and finances.

4.1.15. Use appropriate methods, research techniques and tools, such as field studies, simulations, interactive technologies, charts, maps, graphs, statistics and primary sources, to understand scarcity and choice.

4.1.16. Use a variety of processes, such as thinking, writing and speaking, to demonstrate how limited resources necessitate decision-making.

Grades 9-12

4.1.17. Explain how individuals deal with the concepts of scarcity and choice.

4.1.18. Describe the role that location, supply and demand, prices, incentives and profits play in determining what is produced and distributed in a competitive market system.

4.1.19. Construct visual representations of geographic patterns of distribution of scarce resources.

4.1.20. Propose and evaluate alternative uses of environments and resources.

4.1.21. Analyze and explain how choices made with respect to scarcity in the past have profound influences on choices available today.

4.1.22. Explain and illustrate how values and beliefs influence economic decisions.

4.1.23. Compare basic economic systems according to how they manage demand, supply, prices, savings, investments, capital and the role of government, banks, labor and labor unions.

4.1.24. Devise and communicate a plan for accomplishing a socially desirable outcome related to issues of scarcity and choice.

4.1.25. Apply brainstorming techniques, data analysis, simulations and/or scenario writing to explore controversies related to scarcity.

STRAND 5: Cooperation and Conflict

CONTENT STANDARD

Students will demonstrate an understanding that differing values and opposing goals can result in conflict, which requires tolerance and cooperation for resolution.

STUDENT LEARNING EXPECTATIONS

Grades K-4

5.1.1. Scrutinize conflict situations and analyze their causes in the school, local and state communities.

5.1.2. Develop, examine and practice an array of conflict resolution strategies.

5.1.3. Evaluate resolutions of school conflict situations and discuss possible alternative solutions.

5.1.4. Recognize that perceived similarities and differences create both cooperation and conflict.

5.1.5. Participate in cooperative activities using positive attitudes to achieve a common goal. 5.1.6. Practice being gracious as a winner or a loser in competitive situations.

5.1.7. Decide whether it is more appropriate to cooperate or to compete in given situations.

5.1.8. Examine cooperation and conflict using a variety of resources, such as maps, globes, technology, field studies, simulations, literature, languages and the arts.

5.1.9. Use a variety of processes such as thinking, writing, speaking and role playing to examine cooperation and conflict.

Grades 5-8

5.1.10. Organize statistics and use other sources to demonstrate areas of inequity and discrimination based on race, sex, age, physical condition and socio-economic status.

5.1.11. Examine the contribution of the arts, literature, media, technology and languages in fostering cooperation and in perpetuating conflict.

5.1.12. Use a variety of processes, such as thinking, writing and speaking, to illustrate the relationship between tolerance and cooperation.

5.1.13. Analyze how disparities in power and economic status lead to conflict.

5.1.14. Compare and contrast the causes and consequences of conflict, such as ideology, economics and physical environment, within the state, the nation and the world.

5.1.15. Demonstrate conflict among individuals, groups and nations and various methods to resolve conflict through simulations and activities.

5.1.16. Use appropriate methods, research techniques and tools, such as field studies, simulations, interactive technologies, maps, globes, statistics and primary sources, to understand cooperation and conflict.

Grades 9-12

5.1.17. Identify and analyze examples of tensions between expressions of individuality and promotion of social conformity by groups and institutions.

5.1.18. Explain conditions and motivations that contribute to cooperation and conflict within and among nations.

5.1.19. Compare ways nations and organizations respond to conflicts between forces of unity and forces of diversity.

5.1.20. Examine and analyze the methods used by individuals to resolve conflicts through role play, simulations, interactive technology, literature and the arts.

5.1.21. Analyze and explain ideas and mechanisms used by individuals, groups, states and nations to regulate territory, to manage conflict, and to establish order and security.

5.1.22. Demonstrate respect for self and others while working together within groups to accomplish goals.

5.1.23. Evaluate the role of technology such as systems of transportation, communication, geographic information and weapons in contributing to the

creation and resolution of conflicts.

5.1.24. Construct and effectively communicate a policy statement and an action plan to achieve one or more goals related to an issue of public conflict.

STRAND 6: Citizenship

CONTENT STANDARD

Students will demonstrate an understanding of the ideals, rights and responsibilities of participating in a democratic society.

STUDENT LEARNING EXPECTATIONS

Grades K-4

6.1.1. Develop a positive sense of personal and social identity.

6.1.2. Exhibit an understanding of the rights and responsibilities of citizenship in the community, state and nation.

6.1.3. Recognize symbols of our state and nation.

6.1.4. Actively participate in the classroom in a way that reflects democratic principles.

6.1.5. Brainstorm rights and identify responsibilities associated with those rights.

6.1.6. Develop and apply reasoning skills to understand attitudes and behaviors consistent with liberty, justice and equal opportunity.

6.1.7. Explore rights, responsibilities and leadership through literature and the arts.

6.1.8. Identify leaders and describe their roles in a democratic group, organization or government.

6.1.9. Examine citizenship using a variety of resources, such as maps, globes, technology, literature, field studies, simulations, languages and the arts.

6.1.10. Use a variety of processes, such as thinking, writing, speaking and role playing, to promote good citizenship.

Grades 5-8

6.1.11. Demonstrate good citizenship and function as a positive member of the local, state and national communities.

6.1.12. Explain the historical and current impact on American public policy of the racial, religious, geographic, ethnic, economic and linguistic diversity of American society.

6.1.13. Practice roles, rights and responsibilities as a participating citizen of a democracy through simulations of functions, such as voter registration, elections, trials and congresses.

6.1.14. Explain the foundations and ideas of American political culture as set forth in basic documents, such as the Declaration of Independence, the Constitution, the Bill of Rights and others.

6.1.15. Compare the rights and responsibilities of citizenship in two or more nations.

6.1.16. Participate in a project designed to serve the community.

6.1.17. Know and understand the organization, function and operation of local, state and national governments and simulate methods of influencing policy in a democratic government.

6.1.18. Discuss the balance between the rights and responsibilities of the individual as compared to the rights and responsibilities of the group.

6.1.19. Explore how language, media, literature and the arts reflect life in a democratic society.

6.1.20. Analyze in historical and contemporary perspectives the characteristics of effective leadership.

6.1.21. Use appropriate methods, research techniques and tools, such as field studies, simulations, interactive technologies, charts, maps, graphs, statistics and primary sources, to explore citizenship and government.

6.1.22. Use a variety of processes, such as thinking, writing and speaking, to demonstrate an understanding of the ideals, rights and responsibilities of participating in a democratic society.

Grades 9-12

6.1.23. Identify and explain the purposes of government.

6.1.24. Identify and interpret examples of the rights and responsibilities of citizens.

6.1.25. Practice forms of civic participation consistent with the ideals of citizens in a democratic republic.

6.1.26. Explain the origins and continuing influence of key ideals of the democratic republican form of government including power, liberty, justice, equality, the rights of the minority, the rule of law, and individual human dignity.

6.1.27. Explore issues related to citizenship as expressed in literature and the arts.

6.1.28. Analyze and compare opposing viewpoints in creating and effectively communicating solutions to public issues.

6.1.29. Analyze the role of dissent and related forms of citizen actions as efforts to influence and change public policy.

6.1.30. Explore opportunities and develop an action plan for participating as a citizen in community service.

6.1.31. Describe and analyze the use, abuse and limits of power and authority in relation to the needs, wants, and rights of individuals and groups and to conceptions of a just society.

6.1.32. Demonstrate the ability to locate, assess, organize and use information about public issues.

6.1.33. Demonstrate a sound knowledge of the geography of the United States as it relates to the political organization of society.

6.1.34. Compare various political systems, their ideologies, institutions, processes and political cultures.

6.1.35. Develop a policy on a public issue related to technology and society and formulate strategies for influencing public discussions associated with the issue.

6.1.36. Analyze, interpret and apply legal principles to resolve disputes involving issues based on the U.S. Constitution including statements to justify the resolutions.